



Certificate of Credit in Commissioning and Purchasing for Public Care

Module 1 Session 1

February 2022

Setting the programme scene

The Institute of Public Care

- We are part of Oxford Brookes University
- Trusted partner in public care
- Our aim is to improve the health and wellbeing of citizens and communities
- We work with our clients to deliver better health and social care outcomes
- We use our professional experience and academic rigour to drive improvement and innovation, and to generate new learning for the benefit of people, organisations and communities
- We offer consultancy, training, evaluation and applied research to central and local government, NHS trusts, charities and commercial organisations

We can support your with



About the course

- Longest running and most popular certificated course in commissioning and purchasing – now being delivered online
- Compliant with current and imminent legislation
- Meets commissioning National Occupational Standards
- Informed by IPC's consultancy, research and evaluation work across England, Scotland, Wales and Ireland
- Balances theory with current practice examples and interactive learning and discussion

Aims and learning outcomes

- The aim of this programme is to understand the essential elements of commissioning and purchasing, and to share knowledge and compare practice.
- By the end of the training participants will be able to:
 - Demonstrate in-depth knowledge of the national agenda for commissioning
 - Analyse your own organisation's commissioning arrangements against good practice
 - Use evidence-informed learning to implement good commissioning practice
 - Critically reflect on your own learning and development as a commissioner

Working online – hints and tips



Everyone enters on mute. Mostly stay on mute so we are not all talking at once



Use the chat to ask questions and make comments. This will be a dynamic learning experience



Turn on your video camera, please!
Unless you have a shaky connection! In that case, switch off your video



You will be going into breakout rooms, be prepared to be in rooms with 6 - 8 people



Raise your hand or click the hands up symbol if you want to speak in discussions



Be on time for breaks

Practicalities and logistics



- Housekeeping
- Timetable, breaks
- Learning climate/ground rules:
 - Be present
 - Be open to new ideas and learning
 - Share information and experience
 - Confidentiality within the room

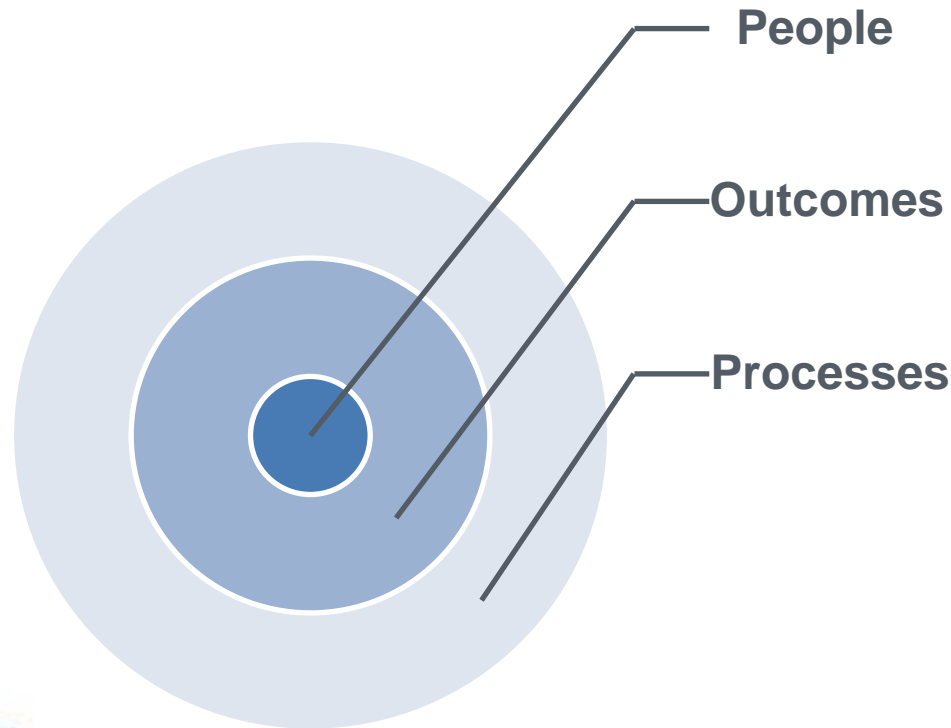
Managing course expectations

- There are a number of different approaches to commissioning from across and within organisations
- We assume you'll have live scenarios to work with i.e. bring your own experience into the session
- What can we deal with?
- What can't we deal with?

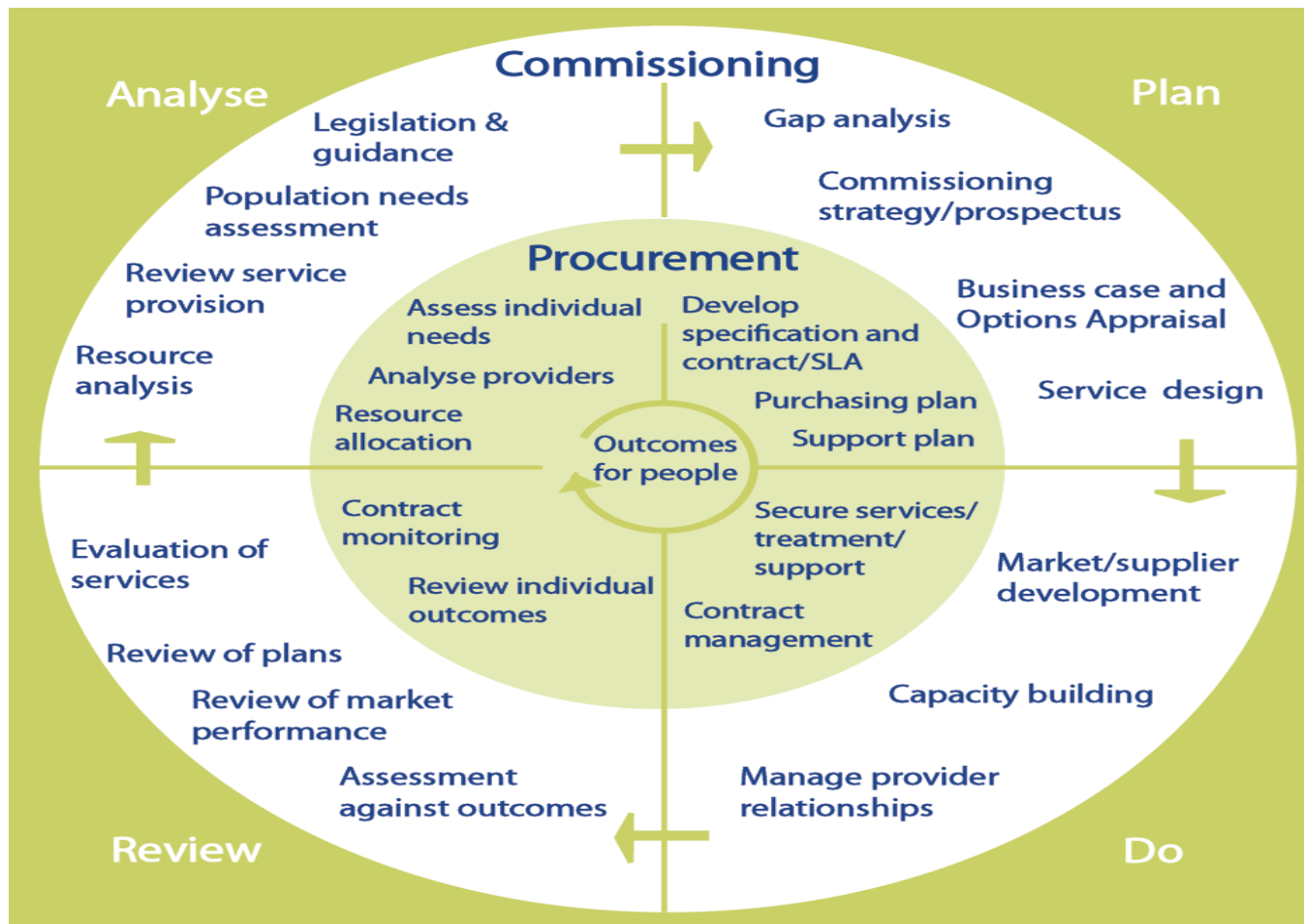


Core underpinning principles for commissioning

- The model outlines the processes
- Our fundamental focus is on outcomes, and putting the person at the centre



Institute of Public Care



4 Modules – sessions 1 - 8 will cover

- *The national and local agenda - ✓*
- *Accreditation: overview - ✓*
- What is commissioning and how well are we doing it?
- Needs and resource analysis
- Planning and options appraisal
- Market shaping
- Commissioning for outcomes
- Contract management and procurement
- Monitoring and review
- Person centred approach to commissioning
- Delivering change
- Commissioning skills

Taught Sessions: dates in your diaries/calendars

- **Module 1:**
 - Session 1: 3rd February '22
 - Session 2: 4th February '22
- **Module 2:**
 - Session 1: 10th February '22
 - Session 2: 11th February '22
- **Module 3:**
 - Session 1: 3rd March '22
 - Session 2: 4th March '22
- **Module 4:**
 - Session 1: 10th March '22
 - Session 2: 11th March '22

Background reading

Certificate of Credit in Commissioning and Purchasing for Public Care - reading list

<https://brookes.rl.talis.com/lists/FF3E5A61-C16C-F495-893F-C16AA66602BB.html>



Commissioning in a 'post Covid' recovery period

Commissioning in a post COVID recovery period

- Think of one/two words that best describes how Covid-19 has impacted on how you're undertaking your commissioning role and responsibilities
- Type the word/s into the 'chat' function



Activity 1: Group discussion

With reference to the words in 'chat':

- What opportunities has C/19 given commissioning to do things differently?
- What have been and/or are some of the challenges?





The national and your organisation drivers/agenda's

Who/what shapes national thinking on strategic commissioning?



THE INDEPENDENT THURSDAY 23 OCTOBER 2014



NEWS VIDEO PEOPLE VOICES SPORT TECH LIFE PROPERTY ARTS + ENTS TRAVEL MO

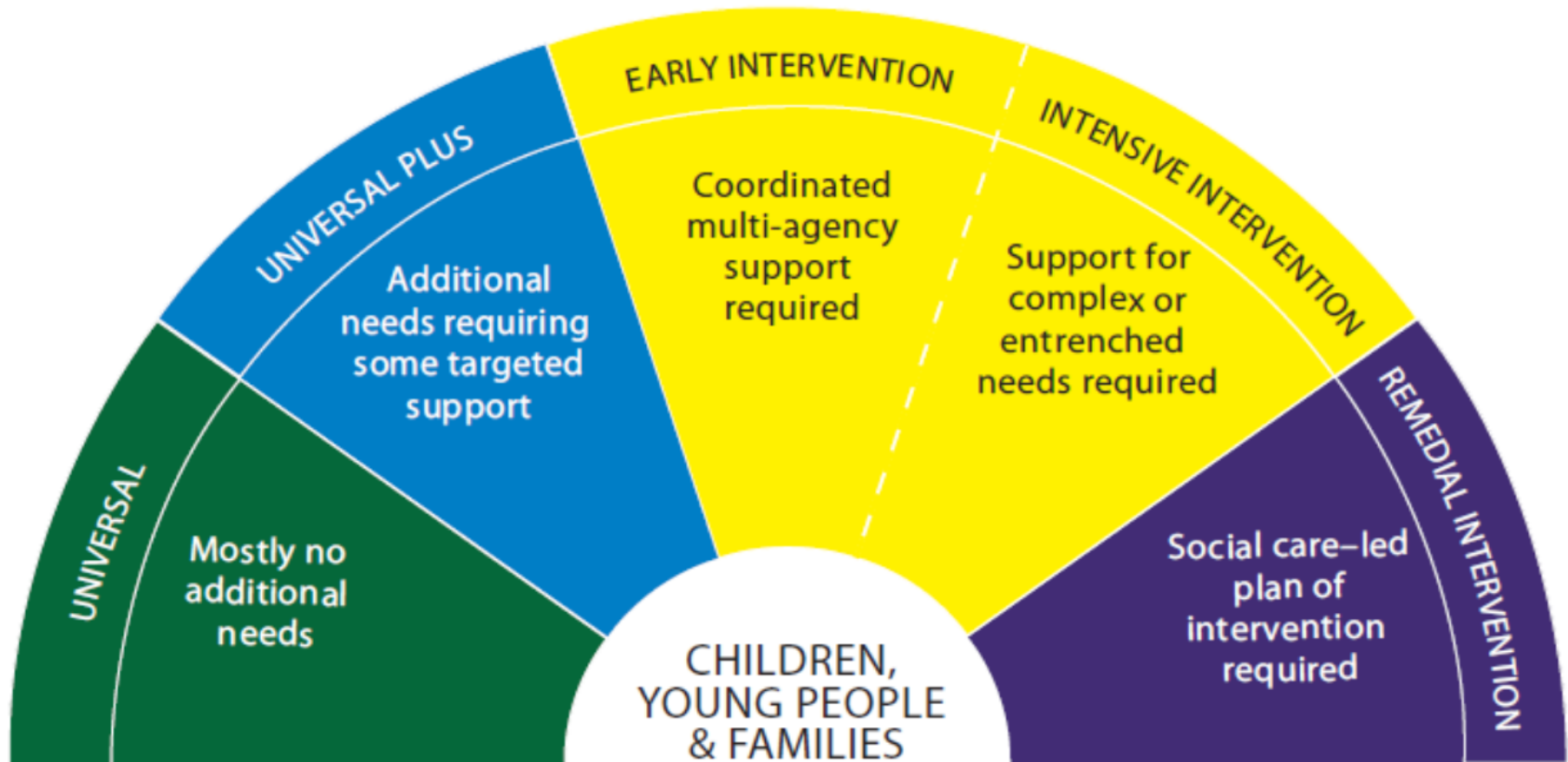
WELSH / WORLDWIDE / BUSINESS / PEOPLE / SCIENCE / ENVIRONMENT / NETWORK / TECHNOLOGY / EDUCATION / THOUGHT / CULTURE

News

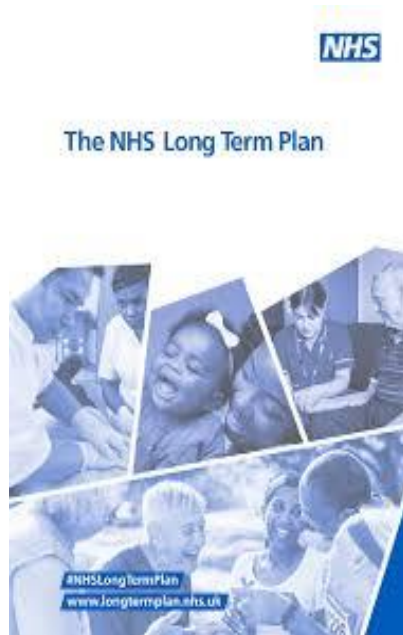
CHILD ABUSE SCANDAL : The Bryn Estyn home wasn't fit for children. It has made my life since leaving a complete misery

The unpublished Cwylwyd report reveals the full horror of life in residential care.

‘Segmenting’ Children’s Services



NHS Long Term Plan

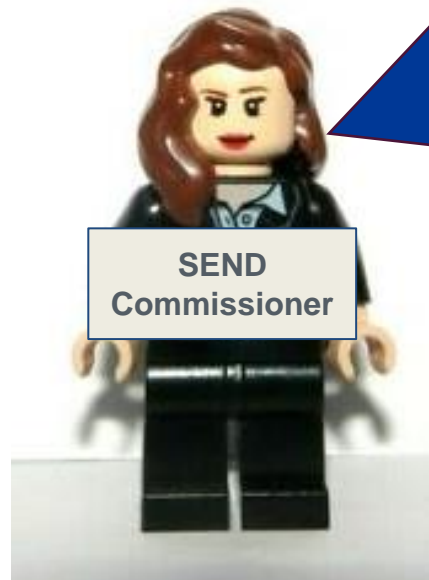


- Sustainability and Transformation Partnerships – STP Plans
- Accountable Care Systems
- Fully integrate services and funding
- New powers and freedoms to plan how best to provide care, while taking on new responsibilities for improving the health and wellbeing of the population they cover
- Working together with patients and the public, NHS commissioners and providers, as well as local authorities and other providers of health and care services
- Big ambition – early intervention and prevention could save 500,000 lives...but is it deliverable?

Integrated Care System (ICS)

- ✓ The **NHS Long Term Plan** confirmed that all parts of England would be served by an integrated care system from April 2021, building on the lessons of the earliest systems and the achievements of earlier work through sustainability and transformation partnerships and vanguards.
- ✓ **Integrated care systems (ICSs)** are new partnerships between the organisations that meet health and care needs across an area, to coordinate services and to plan in a way that improves population health and reduces inequalities between different groups.

DfE – SEND Code of Practice 2015



The DfE Code of Practice is clear about requirements for commissioning SEND:

- Local government arrangements must be in place to ensure clear accountability for commissioning services for children and young people with SEN and disabilities from birth to the age of 25
- There must be clear decision-making structures so that partners can agree the changes that joint commissioning will bring in the design of services.

DfE – SEND Code of Practice



Partners must also be clear about who is responsible for delivering what, who the decision-makers are in education, health and social care, and how partners will hold each other to account in the event of a disagreement.

Local authorities and CCGs have a statutory duty to consider the extent to which children and young people's needs could be met more effectively through integrating services and aligning or pooling budgets in order to offer greater value for money, improve outcomes and/or better integrate services.

Domestic Abuse Act 2021

- There are some 2.3 million victims of domestic abuse a year aged 16 to 74 (two thirds of whom are women) and more than one in ten of all offences recorded by the police are domestic abuse related
- The Act's provisions include:
 - ✓ a statutory definition of domestic abuse, emphasising that domestic abuse is not just physical violence, but can also be emotional, controlling or coercive, and economic abuse
 - ✓ places a duty on local authorities in England to provide accommodation based support to victims of domestic abuse and their children in refuges and other safe accommodation

Independent Review of Children's Social Care – 2021: 'The Case for Change'

Josh MacAlister - Chair of the independent review of children's social care:

'This Review is a chance to look afresh at children's social care. It will look at issues through the perspective of children and families throughout their interactions with children's social care, from having a social worker knock on the door, through to children being in care and then leaving care'

The Best Start for Life – a vision for the 1001 critical days

Action Areas:

Ensuring families have access to the services they need:

- ✓ Seamless support for families: a coherent joined up Start for Life offer available to all families.
- ✓ A welcoming hub for families: Family Hubs as a place for families to access Start for Life services.
- ✓ The information families need when they need it: designing digital, virtual and telephone offers around the needs of the family.

Ensuring the Start for Life system is working together to give families the support they need

- ✓ An empowered Start for Life workforce: developing a modern skilled workforce to meet the changing needs of families.
- ✓ Continually improving the Start for Life offer: improving data, evaluation, outcomes and proportionate inspection.
- ✓ Leadership for change: ensuring local and national accountability and building the economic case

Troubled/Supporting Families Programme 21/22 and beyond...

2011-21:

Troubled Families Programme: into a new phase/refreshed vision/strengthened objectives

2021 and beyond:

Supporting Families Programme: will focus on building the resilience of vulnerable families, and on enabling system change locally and nationally. This means ensuring that every area has joined up, efficient local services, able to identify families in need and provide the right support at the right time.

Mental health – Future in Mind

- Improved mental health care for children and young people.
- Improve public awareness and understanding.
- Improving access to evidence-based treatments with a focus on outcomes.
- Collaborative practice encouraged.
- Local Transformation Plans required from CCG's.
- £1.4bn pledged to 2020/21.



Childhood Obesity Plan - 2016

Around two-thirds (63%) of adults are above a healthy weight, and of these half are living with obesity. In England 1 in 3 children leaving primary school are overweight or living with obesity

- Plan includes:
 - Requirement for health care professionals to talk to parents (about family diet), weigh all family members and refer people to weight management services
 - Targeted training for HVs
 - Healthy rating scheme for primary schools
 - Increased funding for breakfast clubs
 - Commitment to the Healthy Start Scheme (vouchers for fresh veg and milk)

Children's Social Care Innovation Programme

- Launched by DfE in 2013 – catalyst for improving support to vulnerable children through funding grants.
- The programme is seeking to inspire whole system change to achieve:
 - Better life chances
 - Stronger incentives and mechanisms for innovation, experimentation and replication of successful new approaches; and
 - Better value for money
- From 2017 focusing on rethinking children's social work and rethinking support for adolescents in or on the edge of care
- Backed by £200 million government funding



For details of projects funded and evaluation reports see <http://springconsortium.com/projects-being-funded/>

Adoption: A Vision for Change

- Published March 2016.



- Includes:
 - Stated firm plan to 'regionalise the adoption system'
 - A new professional development plan for social workers in this field (Achieving Permanence)
 - A 'Practice and Improvement Fund' to be used to stimulate best practice in adoption
 - Continuation of the Adoption Support Fund (and extension to families with a Special Guardianship Order)

‘Keep on Caring’ Supporting Young People from Care to Independence

- Published July 2016 and includes (just a flavour):
 - A commitment to implementing the ‘staying close’ promise
 - Providing support to implement the ‘Supported Accommodation Framework’
 - Increased funding to support asylum seeker care leavers
 - Extending care leaver entitlements to 25 years
 - Councils must publish information about care leaver services
 - Meet the training costs of care leavers going into apprenticeships (direct with employers)
- National Implementation Adviser for care leavers appointed (Sep 2017)

Residential Care in England

- Sir Martin Narey's independent review published in July 2016.
- Government response in December 2016.
- Commitments grouped around three strands:
 1. People and Leadership
 2. Practice and Systems
 3. Governance and Accountability

Residential Care in England

Report of Sir Martin Narey's
independent review of children's
residential care

July 2016

Foster care in England

- Independent report led by Sir Martin Narey and Mark Owers published in February 2018.
- It makes 36 recommendations for government, local authorities and independent fostering agencies including:
 - Ensuring foster carers are supported and included in decision-making;
 - Improving foster placement commissioning, and matching;
 - Greater stability and permanence for children and young people in foster care.

National drivers – summary themes



- Choice and control
- Decentralisation
- Partnership working
- Prevention and early intervention
- A focus on outcomes
- A market shaping role

Anything else?

On your organisations landscape



On your landscape

In 3 breakout groups:

1. Identify up to three common key themes or aspects of the national agenda affecting your organisation/s or service area/s at the moment.
2. What are the implications of each of these themes for you as commissioners? What are the key challenges? Opportunities?
3. Be ready to feedback to the wider group your 3 'themes' and 1 challenge and 1 opportunity

On your landscape

Breakout Room 1:

Breakout Room 2:

Breakout Room 3:

More information

- NHS Commissioning

<http://www.england.nhs.uk/commissioning>

- National Policy for Looked after and Adoption

<https://www.gov.uk/government/policies/looked-after-children-and-adoption>

- Innovation Programme

<https://www.gov.uk/government/publications/childrens-social-care-innovation-programme>

- Family Justice

<https://www.gov.uk/government/policies/making-the-family-justice-system-more-effective>

- The NHS Long Term Plan - a summary

<https://www.longtermplan.nhs.uk/wp-content/uploads/2019/01/the-nhs-long-term-plan-summary.pdf>

Certificate of Credit in Commissioning and Purchasing for Public Care

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- Accredited by Oxford Brookes University
- Awarded a Certificate of Credit worth 20 CATS credits at postgraduate M level
- Enrolment with Oxford Brookes University
- Additional cost
- Additional input, self study, an assessed work-based project
- Entry criteria apply

Assignment task

Submit a written assignment which explains and reflects upon a commissioning or purchasing project that you have undertaken. The rationale for the work must be clearly set out in the context of national policy and best practice, and draws on a critical analysis of the current commissioning and purchasing arrangements in your local organisation or service.

Supporting information will be expected that gives evidence of the project activities and implementation of good commissioning or purchasing practice. The project must have been accepted by your line manager as appropriate to the needs of your organisation, and have been undertaken during the course.

Minimum of 4,000 words and a maximum of 5,000 words.

Example projects

- Development of a commissioning strategy
- A review of contract monitoring and development of a reviewing framework
- A risk assessment and option appraisal for a poorly performing service
- Development of a service specification
- An investigation into swifter tendering options and development of an approved provider list
- Remodelling a service to achieve better outcomes
- Joint commissioning of a community service

If you decide to accredit

- Two-stage online enrolment
- Assignment support sessions x3 covering:
 - details of the assignment task (expanding on the information in the student handbook)
 - anonymised real assignments to look at
 - project management input
 - academic support
 - discussions of project proposals

PLUS

- Follow-up individual virtual tutorials – x2

From theory to practice – the support process



Accreditation: dates in diaries...

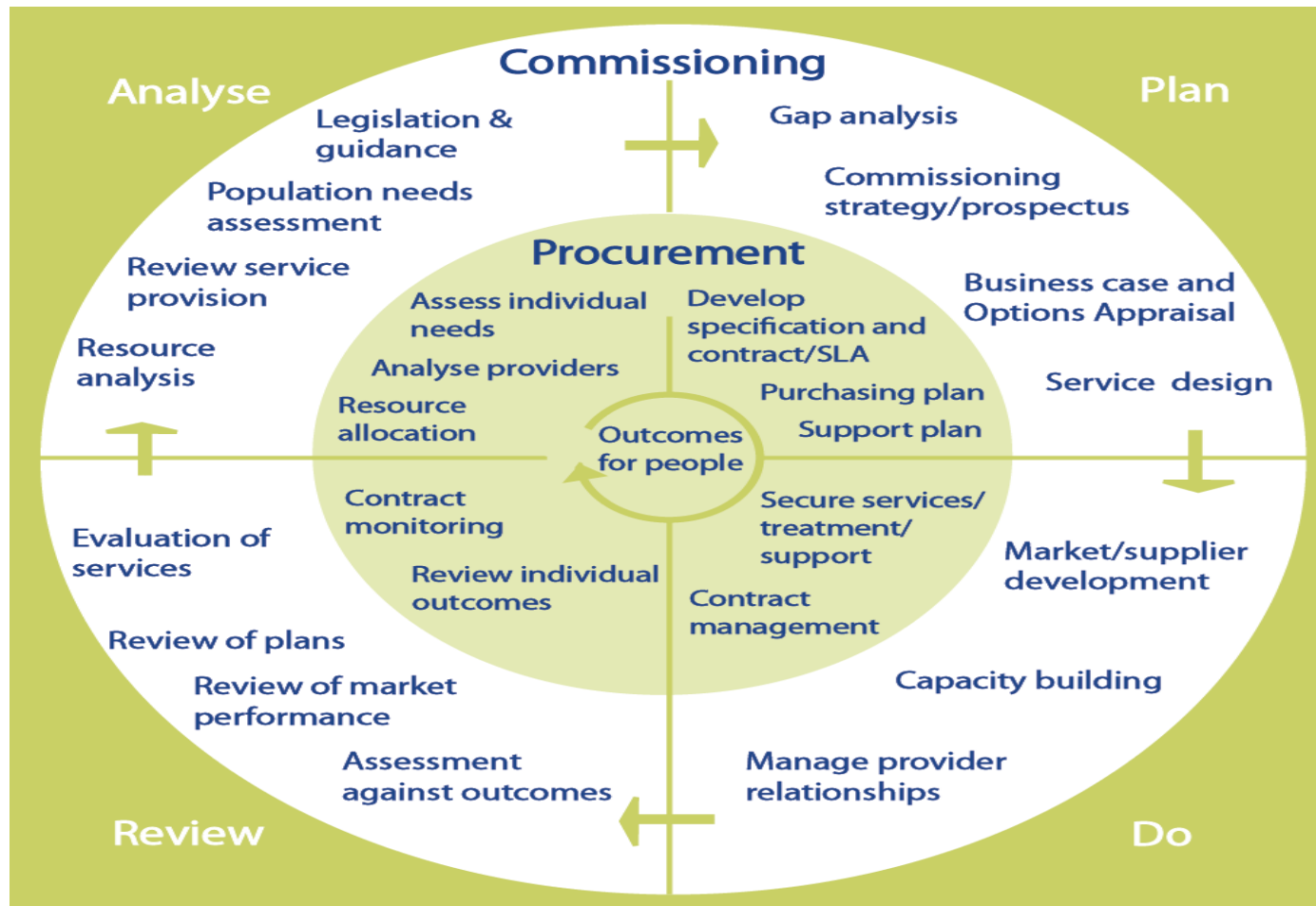
- Support Session 1: Thursday 31st March '22, 9.30 – 11.30
- Tutorial 1: w/c 11th April '22
- Support Session 2: Thursday 16th June '22, 9.30 – 11.00
- Support Session 3: Thursday 20th October '22, 9.30 – 11.00
- Tutorial 2: w/c 31st October 2022
- Assignment Submission: Monday 21st November '22



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‘Homework’ for next session



‘Homework’

If you can.....find a few minutes to ‘flick through’:

- Commissioning self-assessment doc’

Your reflections on today



Contact us

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